THESIS

THE INFLUENCES OF SELF-EFFICACY, LEARNING HABITS, AND ATTITUDES TOWARD STUDENTS' MATHEMATICS ACHIEVEMENT ON GRADE XI IPA SMA NEGERI 1 TANETE RILAU BARRU

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Submitted to the Study Program of Mathematics, Faculty of Mathematics and Science,
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Requirements for the Bachelor Degree of Mathmatics Education

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2016

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MOTTO AND DEDICATION

MOTTO

"Apapun yang terjadi hari ini, bertahanlah dalam doa dan upaya yang baik. Nikmatnya doa melunakkan sakitnya hati dan tubuh, dan upaya adalah pengundang campur tangan Tuhan, bersabarlah" –Mario Teguh

DEDICATION

With gratitude to God, I dedicate this thesis to::

- My beloved parents, who always sent prayer and spirit.
- My beloved brother and sister, Andi Abdillah Aicha dan Andi Ummi Melin Aicha
- All of my big family in Bone
- All of my teachers were always inspiring me.
- All of my friends in ICP of Mathematics Education 2012

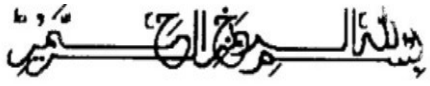
ABSTRACT

Andi Shari Aicha, 2016. The Influences of Self-Efficacy, Learning Habits, and Attitudes toward Students' Mathematics Achievement on Grade XI IPA SMA Negeri 1 Tanete Rilau Barru. Thesis. Mathematics Education, Department of Mathematics, Faculty of Mathematics and Science, State University of Makassar.

This research was ex-post facto research that aims to know the influences of self-efficacy, learning habits, and attitudes toward students' mathematics achievement on grade XI IPA SMA Negeri 1 Tanete Rilau Barru. The population of this research was all students on grade XI IPA SMA Negeri 1 Tanete Rilau Barru, academic year 2015/2016. This research used the Simple Random Sampling and obtained two classes, they were XI IPA 2 and XI IPA 3 with the total of students was 53 students. Data was collected using four instruments, namely self-efficacy questionnaire, learning habits questionnaire, attitudes questionnaire, and mathematics achievement test. The data obtained were processed using statistical data processing program SPSS (Statistical Product and Service Solution). The results of the descriptive statistical analysis show that the attitudes and students' mathematics achievement on grade XI IPA SMA Negeri 1 Tanete Rilau Barru are a very low category, then the level of self-efficacy and learning habits are in the medium category. The results of the inferential analysis show that simultaneously between self-efficacy, study habits, and attitudes had an influence toward students' mathematics achievement on grade XI IPA at SMA Negeri 1 Tanete Rilau Barru, and partially, self-efficacy had a positive influence towards mathematics achievement, learning habits and attitudes did not have influence toward mathematics achievement.

Keywords: Mathematics, Self-Efficacy, Learning Habit, Attitude and Learning Achievement.

FOREWORD



Alhamdulillahi Rabbil'alamain, praise the gratitude of thanks to Allah., on the overflow of grace, grace, and strength to the author so that it can accomplish this with either a thesis. Salam and shalawat may keep gushing to our Lord the Prophet who brought the light of truth, which freed man from the Ummah of ignorance and darkness, the great prophet Muhammad SAW, to his family. He, the companions and the Muslims are always istiqomah running up to his last days later, amin.

The Thesis title "*The Influences of Self-efficacy, Learning Habits, and Attitudes toward Students' Mathematics Achievement on Grade XI IPA SMA Negeri 1 Tanete Rilau Barru* " the author presents this as a prerequisite for obtaining a bachelor of education at the State University of Makassar, and expected can provide a positive contribution to the development of the world teaching specifically and the educational world in General, in favor of an increase in intelligence community, the nation and the State.

The author realizes that this thesis will not materialize without the people that moved his heart by God Almighty, to provide assistance, support and guidance for writers. Therefore, in this occasion the author present thanks and respect extended to both parents who take care of and bring up the relentless not until recently, and to my brother which continue to encourage authors to finish the study.

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2. Prof. Dr. Abdul Rahman, M.Pd.,Dean of Science and Mathematics Faculty State University of Makassar.
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10. All parties who assist the completion of this thesis, may be the perfect reward in the future.

The author realizes that in writing this essay is still a lot of mistakes and short comings, so I expect critic and constructive suggestion so this thesis better and more helpful.

Finally only to God., The author begs His pleasure and, hopefully all the support and assistance of all parties receive double reward with Allah SWT. Hopefully this work can be useful to the reader. Amin

Wassalam.

Makassar, May 5th2016

Author

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CHAPTER I

INTRODUCTION

A. Background

Achievement is an indicator becoming a barometer to illustrate the success of people in life. People may conduct many ways to achieve it according to their sector and ability. In education, the students are one of main focus to measure the success of education. Every student is expected to master the subjects they obtained. This mastery can be seen from a behavior of students, both of mastery of knowledge, thinking skills, and motor skills.

Djamarah (1991:23) gave a definition of learning achievement was an obtained outcome that gives a change of individual as outcomes of learning activities. Learning achievement is an inseparable thing with learning activities, because learning activities is a process, whereas learning achievement is an outcome of learning process.

As a formal institution, school is a place to achieve educational objectives. Through school, students will study all kinds. In overall, education process in school, learning activity is the most basic activities. It means, the success or failure of education objectives depends on students' learning experiences. Slameto (2003: 2) said learning was someone's process effort to obtain a new behavior change in overall, as a result of own experience in interaction with the environment.

That change is the positive change, such as from unknown to known, from cannot be able, from not understood to understood, and the change that called the learning outcomes is the change moves to positive or better.

The condition of education in Indonesia needs a particular concern from several education components. From international assessments such as PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) in 2012, that gives tests of mathematics, science, and reading to countries in Southeast Asia including Indonesia, Malaysia, Thailand, and Vietnam. And the results showed that the scores that Indonesia obtained were the lowest of three countries. Where Vietnam occupied the top position followed by Thailand and Malaysia. It became a small description of the education quality in Indonesia. Therefore, Indonesia needs to improve to show quality with several achievements that will be achieved afterward.

Abu Ahmadi and Widodo Supriyono in their book said the student achievement was influenced by many factors, both of internal and external. Based on observation and interview with students in SMA Negeri 1 Tanete Rilau, Barru , when the author conducted education internship. Then the author concluded that the most influential factor for students' success in learning was themselves. Where the students were felt lack confidence with their ability in learning process. So they sometimes preferred to avoid multiple tasks. This belief attitude was known as self-efficacy.

Self-efficacy is a self-assessment, whether a person can take good actions or bad actions, right or wrong, can or cannot to do according to requisite. Bandura (2009: 2) said self-efficacy was a belief in ability to organize and implement the necessary actions to manage the situation. Self-efficacy was a part of self that can influence the type of selected activities, the effort that will be conducted by individuals and be patience to face adversity.

In addition to self-efficacy, learning habits is a factor also influencing the students in learning. Aunurrahman (2010: 185) said the learning habit was person's learning behavior that embedded in a long time until characterizing the conducted learning activities. Learning habits also interpreted as a method or technique that settled on students when receiving lessons, reading a book, working tasks, and setting the time to complete the activity (Djaali, 2007).

Learning habits is all students' behavior showing regularly in order to increase knowledge both of in school, in the house or with friends. In the learning process, learning habits need to be instilled to the students. The students need to do a plan and learning discipline, implementing learning procedures and strategies so the students' achievement will achieve optimally if these components are implemented well. That learning habit is called positive learning habits. In other words, if students learning habits is positive, then it is possible that learning outcomes will be maximal. So learning achievement is high and vice versa, when students tend to have a negative

habit, then it is possible that students' learning outcomes will not be maximal, so learning achievement is low.

Therefore, the high self-efficacy and investment good learning habits need to be instilled to students so they can achieve high academic achievement. But it is still difficult to do. In general, some students had their own assumptions about the received subjects either a positive assumption such as feeling fun when receiving subjects, and also negative assumptions such as displeasure, the onset of anxiety or fear when receiving subjects. This kind of attitude can give an influence the psychological condition of students in receiving the lesson, so it will influence their learning achievement.

Mathematics is being considered as a difficult and frightening subject, so it is a scourge for some students. Therefore, the author was interested conducting research about THE INFLUENCES OF SELF-EFFICACY, LEARNING HABITS, AND ATTITUDES TOWARD STUDENTS' MATHEMATICS ACHIEVEMENT ON GRADE 11th IPA SMA NEGERI 1 TANETE RILAU BARRU.

B. Problem Formulation

Based on the background above, problems of this research were formulated as follow:

1. How did the description of self-efficacy, learning habits, attitudes and students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru?

2. Was there a positive influence between self-efficacy, learning habits, and attitudes toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru?

3. Did student's self-efficacy have a positive influence toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru?

4. Did learning habits have a positive influence toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru?

5. Did student's attitudes have a positive influence toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru?

C. Research Objectives

According to the problem formulation, then the objectives of this research:

1. To describe self-efficacy, learning habits, attitudes and students mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

2. To know whether there a positive influence of self-efficacy, learning habits, and attitudes toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

3. To know whether there a positive influence of student's self-efficacy toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

4. To know whether there a positive influence of learning habit toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

5. To know whether there a positive influence of student's attitude toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

D. Research Benefit

This research result was expected to provide benefits, both of theoretically and practically.

1. Theoretical Benefits

   This research was expected to contribute ideas about the factors that influencing students' achievement. Especially in this research, explained about self-efficacy, learning habits, and attitudes toward mathematics were all factors that need attention to improve students' achievement.

2. Practical Benefits

   a. For Educators

To provided an overview of learning process that occurs in education. So the educators, in this case, teachers can provide the best solutions in the learning process.

b. For students

It can be used as a material for evaluation in following learning process and as an input to be better in increasing self-efficacy, maximizing the learning habits, and had a positive attitude towards all subjects.

c. For Researchers

This research was expected to be a reference for the next researcher who interesting to conduct relevant research.

CHAPTER II

THEORETICAL STUDY AND FRAMEWORK

A. THEORETICAL STUDY

1. Definition of Learning

Learning is the most important thing that human must conduct to face environmental change anytime. Therefore, someone shall prepare to face a dynamic life and very competitive with learning, including learning to understand ourselves, understand the changes, and development of globalization.

According to Witherington (Purwanto, 2003: 84), learning was a change in the personality that claiming to be a new pattern of reactions in the form of skills, attitudes, habits, intelligence, or an understanding. Furthermore, Syah (2008: 68), expressed learning can be understood as a change phase in individuals behavior relatively settled as an experience result and interaction with the environment involving the cognitive process. The opinion was in line with the explanation of Slameto: "Learning was a person effort process to obtain a new behavior change in overall, as a result of own experience in interaction with the environment.

Based on the description above, the author concluded learning is a process of behavior change effort involving body and soul until producing a change in knowledge, an understanding, values and attitudes

by individual through exercise and experience in interaction with the environment.

In the process, there are many factors influencing learning. According to Slameto (2010: 54), there are many kinds factors influencing the learning, but it classified into two groups; they were external factors and internal factors. Internal factors were in individuals who they learn while external factors were beyond in individuals.

a. Internal factors
    1) Physical factors, including health, disability
    2) Psychological factors, including intelligence, attention, interests, talents, motives, maturity, readiness
    3) The exhaustion Factor
b. External factors
    1) Family factors include how parents educate, relations between family, the atmosphere of the house, the family's economic condition, parents understanding, and cultural backgrounds.
    2) School factors include teaching methods, curriculum, the relation between teacher and student, the relation between student and student, school discipline, teaching tools, school time, the standard of teaching on the top, building condition, learning method and homework.
    3) Society factors include student activities in a society, media, associating friends, and people's lives.

2. The Essence of Learning Mathematic

Mathematics as a basic science plays a very important role in the development of science and technology because mathematics is a thinking tool to develop logical thinking, systematic, and critical. Mathematics is also applied to other sectors, so that is not an exaggeration if we say that mathematics is a basic science.

Mathematics emerges because of human minds related to the ideas and reasoning. The ideas that human minds generated is a system describing abstract concepts, which each a system is deductive until generally accepted in solving problems. Mathematics can exercise students to think logically and rationally. "Mathematics had special characteristics, including abstract, deductive, consistent, hierarchical, and logical." (Muhsetyo in Gusti, 2014).

Mathematics consists of four extensive insights; they are arithmetic, algebra, geometry, and analysis. Mathematics was an organized science starting from the undefined elements to defined elements, axioms, and postulates which the truth generally accepted.

In the process of learning mathematics, it does not just convey mathematical knowledge from teachers to students, but rather students rediscover the ideas and mathematical concepts through the exploration of real problems they found in everyday life. Therefore, as a facilitator, a moderator, and evaluators, the teacher is required to choose a learning model that engage students actively in learning mathematics.

Daryanto (1997: 253) said: "essence was the truth or truthfully reality." According to Uno, et al. (2009: 110) "the essence of learning mathematics was mental activities to understand the meaning, relations, and symbols, then it applied in real life." From the opinions explanation above, it can be concluded the essence of learning mathematics was a truth as the basis activity or process to understand abstract, axiomatic and deductive science.

3. Mathematics Learning Achievement

Learning achievement is a problem in the history of human life because the human life span always pursues achievement according to each sector and ability. Learning achievement word was derived from the Dutch word "prestatic" which means effort. In an Indonesian Language Dictionary, learning achievement was defined as assessment results obtained from cognitive school activities and usually determined through measurement and assessment.

Sukmadinata (2003: 101) argued learning achievement was a form of realization or expansion skills potential or capacity of a person. The mastery of learning outcomes could be seen from behavior, both of mastery of knowledge, thinking skills and motor skills.

Winkel (Wahyuni: 2009) said if the achievement was a proof of effort success can achieve. Learning achievement was a reflection of the effort to learn. If learn effort was getting better, then learning achievement was getting better also. By achieving learning achievement,

it can be seen how large quantity of knowledge has had. Learning achievement is used as an indicator of student success in learning.

From the opinions above, the author concluded mathematics achievement was a realization or learning outcomes achieved by students for their ability in mastering mathematics, according to learn effort conducting in a given period. Learning achievement was an assessment of students' progress after learning activities.

4. Self-efficacy

The history of self-efficacy began with social learning theory by Bandura (1977) then referred to as social cognitive theory in 1986. One of Bandura's major concepts in his theory was self-efficacy. Based on theory and research (Bandura, 1995), Self-efficacy distinguished how people think, act, and motivate themselves.

According to Bandura (1997: 3) explained: "Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the course of action required to produce given attainments". Self-efficacy was the individual's perception for belief their abilities to act that expected. Self-efficacy beliefs influenced the choice of actions to be performed, the amount of effort and endurance when facing with obstacles or difficulties. Individuals with high self-efficacy choose to do bigger effort and never give up.

Bandura (2009) stated self-efficacy was formed from four main sources, they were mastery experiences (individual experience in solving problems), vicarious experience or modeling (experience from others),

social persuasion (the influence of expression or persuasion), and physiological and emotional.

a. Mastery experiences

Mastery experiences were the most influential information source because it provides the most authentic proof and direct information about things should be owned by a person to be successful, and the things around success. A strong self-efficacy requires experience in passing obstacles through diligent effort. Difficulties and obstacles will provide an opportunity for someone to learn how to change a failure into a success by a way to sharpen one's ability.

b. Vicarious Experience (modeling)

Vicarious experience is influenced in creating and strengthening self-efficacy through the provided experience; because with similar to them success with diligent effort, it would bring belief in them that will have the same capabilities (Bandura, 2009: 3). The impact of self-efficacy modeling is very influenced with the similarities between the individual and models. With more similar of individuals to the model, then the influence of neither failure nor success will be increased. If the model is very different from individual, then it would not much influence self-efficacy.

c. Social Persuasion

Social perception has a strong influence on the increase individuals' self-efficacy and indicates behaviors which used

effectively. Someone got persuasion or suggestion to believe that they have capable of overcoming the problems will be faced. Social persuasion is related to the proper conditions, how and when persuasion was given in order to increase self-efficacy. Someone who was subjected to social persuasion that they had the capability to complete a given task, then person would greater effort and continues the completion of the task.

d. Physiological and emotional

Activities involved strength and stamina, people judged that fatigue, illness, and painful was a sign of physical weakness (Ewart in Bandura, 2009: 4). Mood also influenced the people assessment about self-efficacy. Increasing positive feelings would increase self-efficacy, and the atmosphere of sadness could also reduce self-efficacy (Kavanagh and Bower in Bandura, 2009: 4). Thus, by increasing the physical status, reduce stress, inclinations of negative emotions, and misunderstandings could change one's beliefs.

Bandura (1977, 1986) developed a scale to measure academic success was considered as part of the assessment procedure is level, strength, and generality. There were three components would distinguish each individual's self-efficacy.

a. Magnitude or level

Magnitude or level (level of task difficulty) was the problems related to the level of individual tasks difficulty. This component

had implications for the election of a person's behavior based on the efficacy expectation of task difficulty level. Individuals would attempt to perform a particular task that they perceive could be solved, they would avoid situations and behavior that they perceived beyond limits of abilities.

b. Strength

Strength was related to the strength of the individual belief or expectations regarding capabilities. Someone who had a strong and steady hope will be encouraged to persevere in achieving the goal, even though they might not yet have enough experience. In conversely, with weak expectations and hesitant on self-ability, it will make a person easily swayed by unsupported experiences.

c. Generality

Generality was the matters related to behaviors where individuals feel confident about abilities. A person could feel confident in abilities, depending on whether the understanding for abilities limited to a particular situation or in a series of activities and the situations were more extensive and varied.

Thus, the differences of self-efficacy for each individual lies on three components, they were (1) the magnitude (the level of task difficulty) is the problems that related to the degree of individual tasks difficulty, (2) strength (strength of belief) is related to the strength of individual belief for ability, and (3) generality is the matters related to behaviors where individuals feel confident for abilities.

5. Learning Habits

According to Sularti (2008: 22), learning habit was individual behavior always being shown if the individuals face a situation or particular condition, then the habit was formed through habituation. Learning habit was also interpreted as a method or technique settled on students when receiving a subject, reading a book, working a task and timing for completing the activities (Djaali, 2013: 128).

Other opinions submitted by Burghardt in the Syah (2012: 120) the learning habit arose because of the depreciation process of responses tendency using repeatedly stimulation. In the learning process, habituation also included a reduction of unnecessary behaviors because of depreciation or reduction process appeared a new pattern of behaving relatively sedentary and automatic.

Forming of learning habit is influenced by an environment where the students are, such as family, school, and society. Students who grow up in a family that has a good learning habit tends to have good learning habits also. As well as conducive school environment will influence the learning habits.

Witherington (1991: 143) stated the habit was formed by two ways, they are: the First way through the repetition of an event in the same way because of that way was easier to do than the other ways that performed repeatedly. For example, how to wear the shoes can be used by giving priority to a particular foot. The second way was forming learning habit by deliberate and planned. In this way, an individual used to change old

habits and replace it with a new habit considered to have a better influence on self.

Learning habits had two aspects, as proposed in the scale of attitudes and habits by Brown and Holtzman was quoted as saying by Djaali (2012: 128). These aspects include:

a. Delay Avoidance

Delay Avoidance referred to the punctuality in solving tasks, avoid themselves from the enables thing allow a delay of task completion, and removes the stimulus would disturb a concentration in the learning.

b. Work Methods

Works Methods referred to used effective and efficient learning methods (procedures) and used learning strategies.

From the opinions above it concluded that mathematics learning habits were behavior of a person as the permanently effort or performed repeatedly to mastering mathematics in a particular period.

6. Attitudes

An attitude is a person's tendency to react or interact with objects. Therefore, the attitude is one of the factors determined the form of behavior. According to Mogan (in Paeru, 1987), the attitude was the tendency of a person to give a positive or negative reaction towards something, a person or a situation, according to experiences.

Furthermore, Mar'at (l984) proposed attitude was a product of the socialization process where a person interacts according to the received stimuli. Sarwono (2003) defined attitude as a mental preparedness organized through experiences that have a particular influence on a person's response, object and situations related it. According to Sudjana (2008), the essential attitude was a tendency to behave in a person. The attitude was also defined a person's reaction to a stimulus comes to self.

According to Mar'at (1984), the attitude contained three components, they are:

a. Cognitive component

The cognitive component was such as belief, idea or concept of an object. This component provided a response to a question or statement about what people think or perceived about the object.

b. Affective component

The affective component was such as feelings of like or dislike towards an object. This component provided a response to what people felt about that object.

c. Conative component

The conative component was such as the tendency to act toward an object. This component provided a response to stimuli related to how the readiness / willingness to act towards an object.

Regulation of Minister for National Education No. 22 (Depdiknas, 2006) about the standards of mathematics content stated the goal 5 of mathematics in school was students have respect for mathematics

usefulness in life, which was curious, attention, and interest in learning mathematics, and a tenacious attitude and confidence in solving problems. Attitudes toward mathematics cannot be measured directly, but it can be derived, as stated by Leder (in Tarmudi, 2008), attitudes toward mathematics is not a unique dimension, mathematics is varied, and several feelings about each type of mathematics.

Students' attitudes such as motive were causing and directing activities. Students who like mathematics will get excited to learn mathematics and tend to study harder, and usually, they will have good learning outcomes, and vice versa. Actually, attitude could be a congenital factor; it meant that the attitude of a person has a tendency to their parents' attitude.

In addition to the parents' attitude (families), of course, teachers would be a dominant source of attitude, so many students who modeled the teacher's attitudes. Sympathetic teachers' look will be an attitude reference for their students, so teachers are required to be positive and sympathetic, so it was the duty of teachers to instill a positive attitude in the students towards responsibility subjects.

Students' attitudes toward mathematics were students' perspective toward mathematics includes feelings towards mathematics, willingness to learn, and awareness of the mathematics benefits. Thus, students' attitude toward mathematics is a tendency to accept or reject the mathematics. In order to students can receive mathematics as a subject or

giving a positive response after following mathematics class, students need to be instilled positive attitudes towards mathematics. In other words, in the learning mathematics process need to pay attention to the students' positive attitude towards mathematics, it means after students learning mathematics, students' attitudes are more positively toward mathematics or the students had positive responses or preferred mathematics.

The students' positive attitudes toward subjects become a very important to increase a confidence, so they can improve an achievement in learning. Students with a positive attitude towards mathematics have characterized such as looks seriously in learning mathematics, pay attention to the teacher that explains the mathematics material, solving a task well, actively participate in a discussion, do the homework thoroughly and completed on time.

Thus, to grow up the students' positive attitudes toward mathematics need to be considered in order the delivery of mathematics material is fun, easy to understand, not scary and shows that mathematics has much usefulness.

Therefore, the subject matter must be selected and adapted to the environment related to the daily life and the students' cognitive level, starting with informal ways through modeling before a formal way. From this experience, students are expected to have a good experience

toward mathematics, so students changed to think about mathematics is a fun subject.

From several views and understanding above, it can be concluded that students' attitudes toward mathematics were the perspective of students to mathematics as a subject. The students' attitudes toward mathematics included feelings towards mathematics, willingness to learn, and awareness of mathematics benefits.

B. FRAMEWORK

Education is expected to produce reliable learners, has achievements according to the education pursued. Students as learners are required to obtain the maximum understanding of the material in the learning process. Therefore, students need to prepare and provide themselves to achieve it. The provision starts from the physical, psychological, or from the environment will support their success in learning.

One of the capitals students need to have is a sense of confidence, belief in performing and deciding what action will take to achieve a success. This attitude is known as self-efficacy. Students really need self-efficacy in studying several subjects, especially mathematics. Because self-efficacy will also determine how the students study mathematics well.

In the learning, mathematics is a subject that seen as a hard subject. So, it is a need learn patterns forming a good mathematics learning habit because it will impact towards students' achievement. But only some students think positively on mathematics and not a few students think negatively on this

subject. Students think positively will certainly enjoy mathematics and vice versa, students think negatively will certainly not be happy with the mathematics. Therefore, the author investigated whether self-efficacy, mathematics learning habits, and attitudes toward mathematics have a positive influence on students' mathematics achievement.

As for some relevant researches to this research were a research investigating Relation between Self-efficacy and Learning Habits toward Student Achievement grade 5th Elementary School in Kaliuntu Singaraja 2012/2013 with the result: there was a positive relation between self-efficacy and learning habits toward achievement; and Medan State University investigated the Influence Strategy React and students' Attitude towards Mathematics in Increasing the Capacity Students' Mathematics Connection found that students with a positive attitude towards mathematics have the connect mathematics ability significantly was better than students whose negative attitude towards mathematics.

C. Research Hypothesis

Based on theoretical study and framework, the author formulated hypothesis as follows:

1. Students' self-efficacy, mathematics learning habits, and students' attitudes had a positive influence toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.
2. Student's self-efficacy had a positive influence towards students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

3. Mathematics learning habits had a positive influence towards students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.
4. Students' attitudes had a positive influence towards students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

CHAPTER III

RESEARCH METHODS

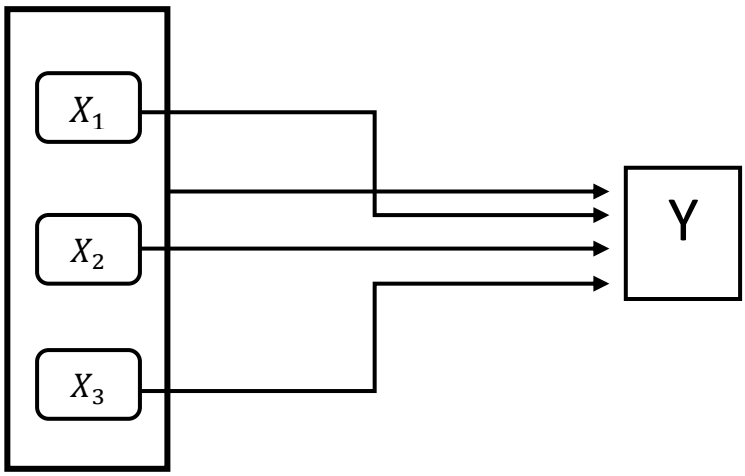
A. Type and Design of Research

1. Research Types

This type of research was ex-post facto research where this research method only investigating an incident without any prior treatment to the studied object.

2. Research Design

Design of linkages between the variables in this research as follows:



Description:

X_1 = Self-efficacy

X_2 = Learning Habit

X_3 = Attitudes

Y = Students Mathematics Achievement

B. Time and Location of Research

1. Time of Research

This research was in an even semester of 2015/2016 academic year.

2. Location of Research

This research was in SMA Negeri 1 Tanete Rilau, Barru.

C. Variables and Definition of Operational Variables

1. Research Variables

There were two types of variables examined in this research is independent variable and the dependent variable. The independent variables were self-efficacy symbolized by X_1, learning habits symbolized by X_2, and attitudes symbolized by X_3 and the dependent variable was students mathematics achievement symbolized by Y.

2. Definition of Operational Variables

To obtain a clear description of variables to be researched, then operationally described as follows:

a. Student's Mathematics Achievement

Mathematics achievement in this research referred to the realization or achieved learning outcomes by students for their ability in mastering mathematics, according to study effort within a certain period. Learning achievement was an assessment of the progress of students after learning activities.

b. Self-efficacy

Self-efficacy in this research referred to students' beliefs about the capabilities and the capacity to conduct some activities in learning or the capabilities to achieve and complete the learning tasks.

c. Learning Habits

Learning habits in this research referred to the mathematics learning habits related to students' behavior as the effort performed repeatedly to mastering mathematics in particular periods.

d. Attitudes

Attitudes in this research referred to the students' attitudes toward mathematics related to the students' perspective toward mathematics. Students' attitudes toward mathematics included feelings toward mathematics, willingness to study, and awareness of mathematics benefits.

D. Population and Sample

The population in this research was all students on grade 11th IPA SMAN 1 Tanete Rilau Barru.For the sampling, it carried out by simple random sampling. This technique was used, because the conditions of all students on grade 11th IPA SMAN 1 Tanete Rilau Barru have the same opportunities to be sampled, in other words, the condition of all students on grade 11th IPA SMAN 1 Tanete Rilau Barru was homogeneous.

E. Research Instrument

To collect necessary data in this research, the author used four kinds of instruments, they were mathematics achievement test, self-efficacy questionnaire, mathematics learning habits questionnaire, and students' attitudes toward mathematics questionnaire. Drafting and development of instruments were described as follows:

1. Mathematics Achievement Test

The instruments arranged to obtain the scores of mathematics achievement were achievement test in multiple choice form of grade 11th material. Problems were based on statistical and probability material in an odd semester and polynomial material in an even semester.

2. Self-Efficacy Questionnaire

The research instrument was used to collect the data of student self-efficacy level in this research was a questionnaire. Questionnaire Assessment was presented in statements. Solutions alternative are using a Likert scale, with four possible answers, they are Very Appropriate (VA), Appropriate (A), Less Appropriate (LA) and Inappropriate (IA).

For drafting questionnaire statement points, then author made lattice based on a theory proposed by Bandura (1977), they were a magnitude, strength, and generality. The following lattice of self-efficacy questionnaire used:

TABLE 3.1 *The grille of self-efficacy questionnaire*

Variable	Component	Indicator	Items
Self-efficacy	1. *Magnitude/level* (Problems related to the degree or level of difficulty of individual tasks)	1.1 Belief towards ability to complete tasks is reviewed from task difficulty level	1, 2, 3, 4, 5
		1.2 Selection of behaviors in overcoming adversity	6, 7, 8, 9, 10, 11
	2. *Strength* (The strength of individual beliefs or expectations regarding the ability)	2.1 Strong and steady persistence in effort to complete the task	12, 13, 14, 15, 16, 17
	3. *Generality* (The wider scope of behavior when the individuals feel confident with their ability)	3.1 Belief towards self-ability to the activity/particular situation that faced	18, 19, 20
		3.2 Belief in aspiring and be committed to the tasks in any form	21, 22, 23, 24, 25

3. Mathematics Learning Habits Questionnaire

The research instrument was used to collect the data of mathematics learning habit in this research was a questionnaire. Similarly with students' self-efficacy assessment, Mathematics Learning Habits was presented in statements. Answers alternative were using a Likert scale, with four possible answers, they were Very Appropriate (VA), Appropriate (A), Less Appropriate (LA) and Inappropriate (IA).

For drafting questionnaire statement points, then author made lattice based on a theory proposed by Brown dan Holtzman as quoted by Djaali (2012: 128), they are Delay Avoidance and Works Methods. The following lattice of Mathematics Learning Habits questionnaire used:

TABLE 3.2 *The grille of learning habits questionnaire*

Variable	Aspect	Indicator	Items
Mathematics Learning Habits	1. Delay Avoidance (Measuring the extent of students avoid the tasks and handling learning disruptions)	1.1 Responsibility for completing academic tasks	1, 2, 3
		1.2 Eliminating the stimulus that disturbing a concentration of study	4, 5, 6, 7
	2. Works Methods (Measuring how effectively the students organize learning materials)	2.1 Using effective and efficient learning way	8, 9, 10, 11, 12
		2.2 Using a learning strategies	13, 14, 15, 16, 17, 18

4. Students' Attitudes toward Mathematics Questionnaire

The research instrument was used to collect the data of Students' Attitudes toward Mathematics in this research was a questionnaire. Students' Attitudes toward Mathematics was presented in the form of positive and negative statements. Solution alternative was using a Likert scale, with four possible answers; they were Very Appropriate (VA), Appropriate (A), Less Appropriate (LA) and Inappropriate (IA).

For drafting questionnaire statement points, then author made lattice based on a theory proposed by Mar'at (1984), they were the cognitive component, affective component, and conative component. The following lattice of Students' Attitudes toward Mathematics questionnaire used:

TABLE 3.3 *The grille of attitudes questionnaire*

Variable	Component	Indicator	Items	
			Positive	Negative
Students' Attitudes toward Mathematics	1. Cognitive (Belief, idea, concept of an object)	1.1 Awareness of mathematics benefits	1, 2, 3, 4, 5, 6,	7, 8, 9
	2. Affective (Feeling happy or unhappy with an object)	2.1 Feelings toward mathematics,	10, 11, 12, 13, 14, 15, 16	-
	3. Conative (The tendency to act an object)	3.1 Willingness to study	17, 18, 19, 21, 22, 23, 25	20, 24

F. Instruments Development

1. The author was designing or developing about beginning items of a graduated scale of self-efficacy, mathematics learning habit, and students' attitudes toward mathematics with the number of items were adapted to the indicators of each variable.
2. The author was compiling achievement test, based on indicators and learning goals on a mathematics topic that students have been studied.
3. The author was conducting rational validation or theoretical validation of the items that have been compiled by requesting consideration from validation lecturer.
4. The authors tested the instruments that have been assessed rationally and theoretically valid. The trial was known as the empirical validation.
5. The author calculated validity and reliability by using SPSS (Statistical Product and Service Solution).

G. Data Collection Techniques

Data collection was a method used by the author in collecting the data research. Steps of data collection as follows:

1. Preparing the instrument

a. Mathematics Learning Achievement

Students' Mathematics achievement data obtained through mathematics achievement test grade 11th IPA SMA Negeri 1 Tanete Rilau in the academic year 2015/2016. Learning achievement data categorized quantitatively based on the technique of categorization established by the Ministry of National Education (Baharuddin, 2014: 251) as follows:

TABLE 3.4 *Category of learning achievement*

Learning Outcome Score	**Category**
90-100	Very High
80-89	High
65-79	Moderate
55-64	Low
<55	Very Low

b. Self-efficacy and Learning Habits

To obtain data of Self-efficacy and learning habits, then each of the respondents (students) was given a questionnaire to fill out. Questionnaires were completed by respondents subsequently returned

to the researcher then examined and given a score. To determine the students' scores on each answer was adapted to scoring criteria for each item, then scoring criteria as follows.

TABLE 3.5 S*coring criteria of self-efficacy and learning habits*

Solution Alternative	**Items Score**
Very Appropriate (VA)	4
Appropriate (A)	3
Less Appropriate (LA)	2
Inappropriate (IA)	1

c. Attitudes toward Mathematics

To obtain data of students' attitudes toward mathematics, each of the respondents (students) was given a questionnaire to fill out. Questionnaires were completed by respondents subsequently returned to the researcher then examined and given a score. To determine the students' scores on each answer was adapted to scoring criteria for each item. Therefore, there were two types of statements in the questionnaire, which was a positive and a negative, scoring criteria of students' attitudes toward mathematics as follows.

TABLE 3.6 *Scoring criteria of attitudes*

Solution Alternative	**Items Score**	
	Positive	**Negative**
Very Appropriate (VA)	4	1

Appropriate (A)	3	2
Less Appropriate (LA)	2	3
Inappropriate (IA)	1	4

2. Implementing trials of instrument

Implementation of the test instruments held on March 10-11, 2016 with 45 students on grade 11th IPA at SMAN 2 Libureng, Bone. These trials used Simple Random Sampling. After all the data collection returned, then the next was reliability and validity test.

3. Calculating a validity and reliability

a. Calculating a validity

Criteria of validity can be determined by looking the value of pearson correlation and sig. (2-tailed). If the value of Pearson correlation > r-critical value, then the item was valid or if sig. (2-tailed) < 0.05, then the item was valid and vice-versa. Calculations of validity were performed using SPSS.

After calculating a validity, all the items of self-efficacy instrument were valid, and the items number 10 in the learning habits instruments declared invalid with the value of Pearson correlation (0.231) <r-critical (0.2483) as well as sig. (2-tailed) 0.126 > 0.05. For the items of the attitudes instrument obtained the item number 22 declared invalid with the Pearson correlation values (0226) < r-critical value (0.2483) as well as sig. (2-tailed) 0.135> 0.05. Then items in learning achievement instrument obtained item number 9, 17, 20, 23,

25 declared invalid. Item number 9 with a value of Pearson correlation (0223) <r-critical (0.2483) and sig. (2-tailed) 0.140> 0.05, item number 17 with a value of Pearson correlation (0203) <r-critical (0.2483) and sig. (2 tailed) 0181> 0.05, item number 20 with a value of Pearson correlation (0.136) <r-critical (0.2483) and sig. (2-tailed) 0373> 0.05, item number 23 with a value of Pearson correlation (0.078) <r -critical (0.2483) and sig. (2-tailed) 0608> 0.05, item number 25 with a value of Pearson correlation (0.136) <r-critical value (0.2483) and sig. (2-tailed) 0373> 0.05.

Therefore, the valid items with number of self-efficacy instrument were 25, 24 for learning habits instrument, 24 for attitudes instrument, and 20 for learning achievement instrument. Based on the validity value, then items of all instruments was valid.

b. Calculating a reliability

Reliability was the extent of a trial measurement that conducted still has the same result if exercised repeatedly to the subject in the same conditions (Suharto, 2009). Reliability test in this study using Cronbach alpha was measured by a scale of 0 to 1 as in the following table.

TABLE 3.7 *Criteria of alpha Cronbach (Triton, 2005)*

Value of alpha Cronbach	**Description**
0.00 - 0.20	Less Reliable

0.21 - 0.40	Mildly reliable
0.41 - 0.60	Sufficiently Reliable
0.61 - 0.80	Reliable
0.81 - 1.00	Very Reliable

Similarly, in the calculation of the validity, for reliability testing, the author used Reliability Analysis by SPSS.

TABLE 3.8 *Result of Reliability Test*

No.	Variable	Result
1	Self-efficacy (X_1)	0.937
2	Learning Habits (X_2)	0.921
3	Attitudes (X_3)	0.916
4	Mathematics Achievement(Y)	0.889

Based on Cronbach alpha values in the table above, it concluded that the instrument of self-efficacy, learning habits, attitudes, and mathematics achievement were very reliable.

H. Data Collecting Procedure

1. The author was designing or developing about beginning items of a graduated scale of self-efficacy, mathematics learning habit, and students' attitudes toward mathematics with the number of items were adapted to the indicators of each variable.
2. The author was compiling achievement test, based on indicators and learning goals on a mathematics topic that students have been studied.
3. The author was conducting rational validation or theoretical validation of the items that have been compiled by requesting consideration from validation lecturer.
4. The authors tested the instruments that have been assessed rationally and theoretically valid. The trial was known as the empirical validation.
5. Each student as the sample of this research was given questionnaire containing items about students‘ self-efficacy, mathematics learning habits, attitudes towards mathematics that has been validated to be filled by each student. Results of this questionnaire were used to determine the level of students’ self-efficacy, to know students’ mathematics learning habits and students' attitudes toward mathematics.
6. Each student was given a test about mathematics material. The test results were documented to use it as the data of student achievement.

I. Data Analysis Techniques

The data that already collected was analyzed using two kinds of statistics techniques; they were techniques of descriptive techniques and inferential techniques.

1. Descriptive Analysis

Descriptive statistics analysis technique was used to describe the characteristics of student achievement scores by using the maximum score, minimum score, mean, median, mode, standard deviation, and variance.

Whereas for the data of self-efficacy, mathematics learning habits, and students' attitudes toward mathematics were obtained from a questionnaire using a Likert scale, where each item came with four possible solutions are: they were Very Appropriate (VA), Appropriate (A), Less Appropriate (LA) and Inappropriate (IA). Scores depend on item statement form, and then analyzed quantitatively.

Descriptive analyzes were conducted on the data of self-efficacy, mathematics learning habits, and students' attitudes toward mathematics categorized qualitatively using five categories: very high, high, medium, low and very low. The steps were as follows:

a. Calculating the total score of each respondent (student) (X).
b. Calculating the ideal mean (Mi)
c. Determining the ideal standard deviation (SDi)
d. Classifying the data based on categorization according to Saifuddin Azwar, 2003:163) into five categories, namely very high, high, medium, low, and very low, with the guidelines in the following table:

TABLE 3.9 *Determination of self-efficacy, learning habits, and attitudes category*

Scale of Score	Category of score
Very High	$X \geq Mi + 1.8\ (SDi)$
High	$Mi + 0.6\ (SDi) \leq X < Mi + 1.8\ (SDi)$
Medium	$Mi - 0.6\ (SDi) \leq X < Mi + 0.6\ (SDi)$
Low	$Mi + 1.8\ (SDi) \leq X < Mi - 0.6\ (SDi)$
Very Low	$X < Mi - 1.8(SDi)$

3. Inferential Statistical Analysis

The inferential statistical analysis was used to test the research hypothesis. The technique used to analyze the data in order to test the hypothesis of the research was the technique of multiple regression analysis.

The multiple linear regression models are as follows:

$$\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Description:

X_1 = Self-efficacy

X_2 = Mathematics Learning Habit

X_3 = Attitudes toward Mathematics

$\hat{Y}$ = Students Mathematics Achievement

Where:

β_0 = Fragment Y of regression line is the point where the line intersects the Y-axis

β_i = Coefficient of the regression line is magnitude of the increase (or decrease) in Y deterministic component for every one unit increase x_i $(i = 1, 2, 3)$

ε = Random error component

However, to use these analytical techniques, there were some preconditions that must be fulfilled and needs to be proven. Thus, the author conducted analyzes preconditions tests or classical assumption by conducting normality test, multicollinearity test, and homoscedasticity test.

a. Normality Test

Normality test is an initial step in analyzing specific data. Normality test used to determine whether the data of the four variables normal distribution or not. To test this normality, Kolmogorov-Smirnov test is used. Data was said to be normally distributed if the probability value is greater than 0.05 ($p > 0.05$).

b. Multicollinearity Test

A term of good regression models was the absence of multicollinearity problem. Multicollinearity was a situation where there a perfect or near-perfect linear relationship between two or more independent variables.

c. Heteroscedasticity Test

Heteroscedasticity test was used to test whether in the regression model occurred variance inequality of residual from one observation to another observation. If the residual variance of an observation to another observation remains, then it was called homoscedasticity. Spearman's rho correlation was used to test heteroscedasticity, with make a correlation between unstandardized residual values and each independent variable. If the correlation between the independent variables and residual gained significance more than 0.05, then it can be said that there was no heteroscedasticity problem.

CHAPTER IV

RESULT AND DISCUSSION

A. RESULT OF RESEARCH

1. Descriptive Statistical Analysis

The results of the descriptive statistical analysis show that description about the characteristics of score distribution from each research groups and the answer based on problem formulation in this research.

a. Data of students' self-efficacy on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru

The descriptive analysis result of self-efficacy scores can be seen in the following table.

TABLE 4.1 *Statistics of self-efficacy scores*

Statistics	Statistics Value
Number of Data	53
Average	73.75
Median	74.00
Mode	76.00
Standard Deviation	7.36
Variance	54.19
Range	34.00
Maximum	90.00
Minimum	56.00

From the table 4.1 obtained data average is 73.75 with median is 74, and 76 is scores with the highest frequency that students obtain. Deviation standard and variance in the table shows the level of data diversity, where the range between maximum score and minimum score is 34.

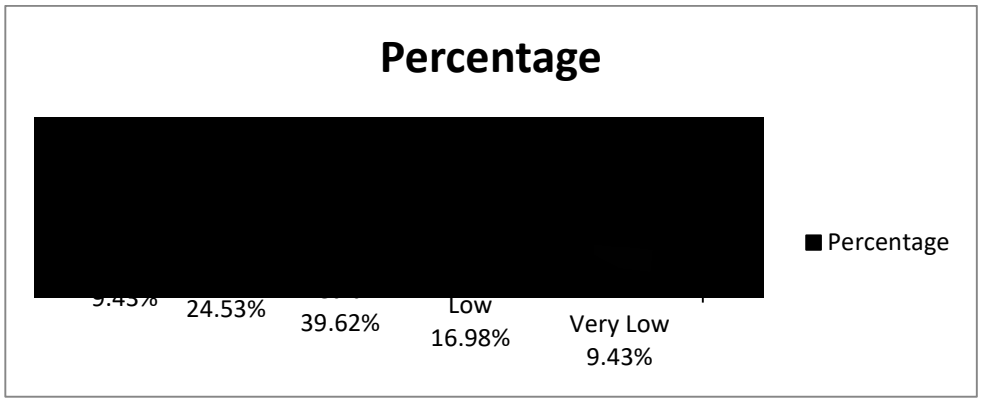
Based on the test result by using SPSS obtain the distribution of frequency and percentage of self-efficacy scores that can be seen in the following table.

TABLE 4.2 *Distribution of frequency and percentage of self-efficacy scores*

INTERVAL OF SCORE	CATEGORY	FREQUENCY	PERCENTAGE
$X \geq 83.2$	Very High	5	9.43%
$76.4 \leq X < 83.2$	High	13	24.53%
$69.6 \leq X < 76.4$	Medium	21	39.62%
$62.8 \leq X < 69.6$	Low	9	16.98%
$X < 62.8$	Very Low	5	9.43%
TOTAL		53	100%

Based on the table of students' self-efficacy above shows in a majority, the students' self-efficacy on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru is in the medium category with the percentage 39.62% and frequency 21 students from 53 respondents. Below is a chart of the data above.

CHART 4.1 *Chart of percentage of self-efficacy scores*



b. Data of students' mathematics learning habits on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru

The descriptive analysis result of learning habits scores can be seen in the following table.

TABLE 4.1 *Statistics of learning habits scores*

Statistics	Statistics Value
Number of Data	53
Average	65.72
Median	65.00
Mode	65.00
Standard Deviation	6.73
Variance	45.25
Range	34.00
Maximum	81.00
Minimum	47.00

From the table 4.1 obtained data average is 65.72 almost equal to median and mode is 65 shows that data is ideal fairly. Deviation

standard and variance in the table shows the level of data diversity, where the range between maximum score and the minimum score is 34.

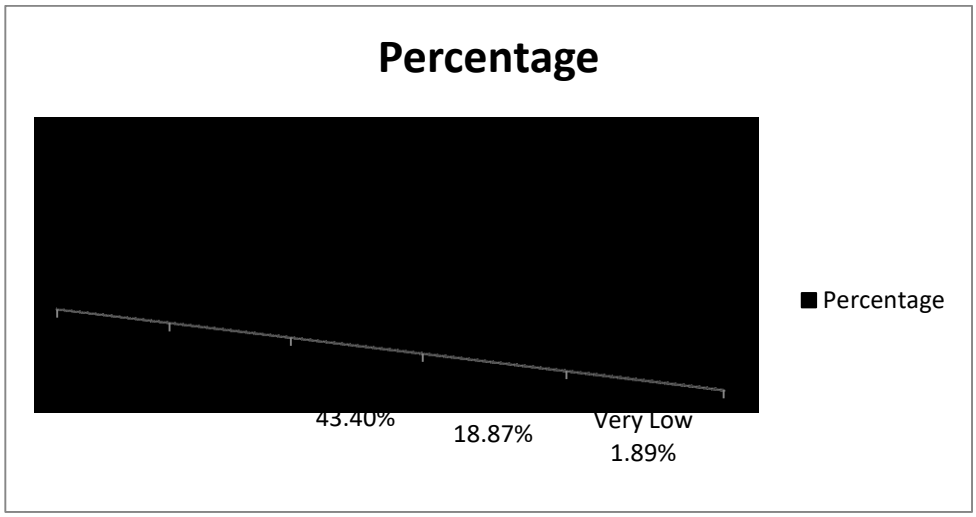
Based on the test result by using SPSS obtain the distribution of frequency and percentage of learning habits scores that can be seen in the following the table.

TABLE 4.2 *Distribution of frequency and percentage of learning habits scores*

INTERVAL OF SCORE	CATEGORY	FREQUENCY	PERCENTAGE
$X \geq 74.2$	Very High	7	13.21%
$67.4 \leq X < 74.2$	High	12	24.53%
$60.6 \leq X < 67.4$	Medium	23	41.50%
$53.8 \leq X < 60.6$	Low	10	18.87%
$X < 53.8$	Very Low	1	1.89%
TOTAL		53	100%

Based on the table of students' learning habits above shows in a majority, students' learning habits on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru is in the medium category with the percentage 43.40% and frequency 23 students from 53 respondents. Below is a chart of the data above.

CHART 4.2 *Chart of percentage of learning habits scores*



c. Data of students' attitudes toward mathematics on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru

The descriptive analysis result of attitudes toward mathematics scores can be seen in the following table.

TABLE 4.1 *Statistics of attitudes scores*

Statistics	Statistics Value
Number of Data	53
Average	68.87
Median	68.00
Mode	61.00
Standard Deviation	6.80
Variance	46.19
Range	27
Maximum	86.00
Minimum	59.00

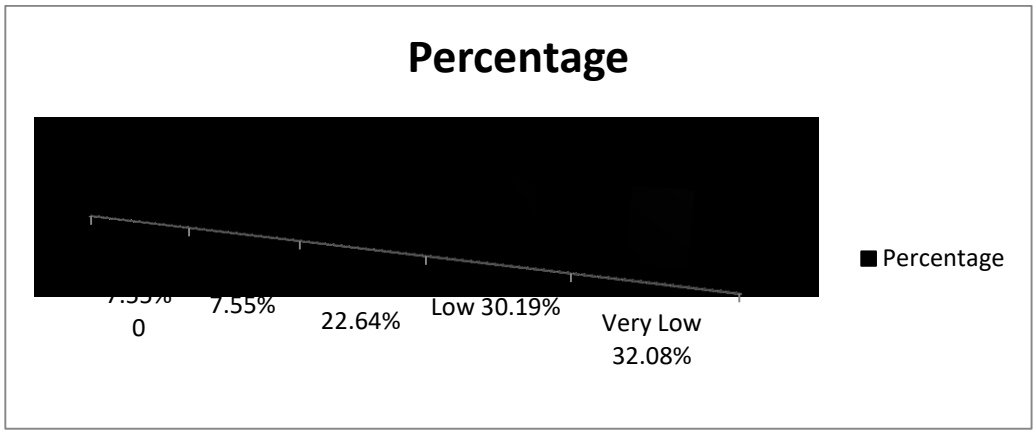
From the table 4.1 obtained data average is 68.87 with median is 68, and 61 is scores with the highest frequency that students obtain. Deviation standard and variance in the table shows the level of data diversity, where the range between maximum score and the minimum score is 27. Based on the test result by using SPSS obtain the distribution of frequency and percentage of attitudes scores that can be seen in the following the table

TABLE 4.2 *Distribution of frequency and percentage of attitudes scores*

INTERVAL OF SCORE	CATEGORY	FREQUENCY	PERCENTAGE
$X \geq 80.6$	Very High	4	7.55%
$75.2 . \leq X < 80.6$	High	4	7.55%
$69.8 \leq X < 75.2$	Medium	12	22.64%
$64.4 \leq X < 69.8$	Low	16	30.19%
$X < 64.4$	Very Low	17	32.08%
TOTAL		53	100%

Based on the table of students' attitudes above shows in a majority, students' attitudes on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru is in a very low category with the percentage 32.08% and frequency 17 students from 53 respondents. Below is a chart of the data above.

CHART 4.3 *Chart of percentage of attitudes scores*



d. Data of Students' Mathematics Achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru

The descriptive analysis result of mathematics achievement scores can be seen in the following table.

TABLE 4.1 *Statistics of mathematics achievement scores*

Statistics	Statistics Value
Number of Data	53
Average	41.79
Median	45.00
Mode	45.00
Standard Deviation	10.92
Variance	119.32
Range	45.00
Maximum	60.00
Minimum	15.00

From the table 4.1 obtained data average is 41.79 almost with median and mode is 45. Deviation standard and variance in the table

shows students' mathematics achievement tend to different from each other, where the range between maximum score and the minimum score is 45.

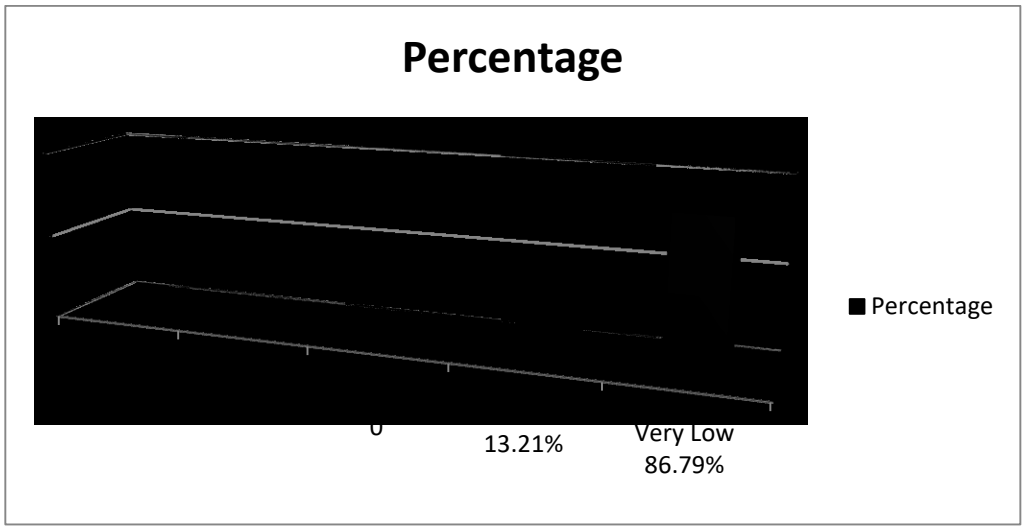
Based on the test result by using SPSS obtain the distribution of frequency and percentage of mathematics achievement scores that can be seen in the following the table.

TABLE 4.2 *Distribution of frequency and percentage of mathematics achievement scores*

INTERVAL OF SCORE	CATEGORY	FREQUENCY	PERCENTAGE
0 – 54	Very Low	46	86.79%
55 – 64	Low	7	13.21%
65 – 79	Medium	0	0
80 – 89	High	0	0
90 – 100	Very High	0	0
TOTAL		53	100%

Based on the table of students' mathematics achievement above, in general, students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru are in a very low category with the percentage 86.79% and frequency 46 students from 53 respondents. Below is a chart of the data above.

CHART 4.4 *Chart of percentage of mathematics achievement scores*



2. Inferential Statistical Analyze

a. Normality Test

To perform a test of normality can use ratio skewness and kurtosis ratio. Skewness ratio is the value of the skewness divided by the standard error of skewness while kurtosis value is divided by the standard error of kurtosis. As a guideline, if kurtosis and skewness ratio is between -2 until +2, then data distribution is normal (Santoso, 2000:53). The following table is a normality test results:

TABLE 4.9 *Normality test result 1*

Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Unstandardized Residual	53	-.360	.327	-.204	.644
Valid N (listwise)	53				

From the results of testing with SPSS obtained kurtosis ratio $\left(\frac{-0..204}{0.644} = -0.32\right)$ and skewness ratio $\left(\frac{-0.360}{0.327} = -1{,}1\right)$, and both of the ratio between-2 and + 2 so that the data is normal.

As another way to determine the normal distribution data, it is using the Kolmogorov-Smirnov at the 5% significance level. Normal distribution data if the Asymp.Sig value is greater than the significance level of 5% (> 0.05). Conversely, if the Asymp.Sig value of less than the significance level of 5% (< 0.05), then the data are not normally distributed. The following table is normality test results.

TABLE 4.10 *Normality test result 2*

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		53
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	9.98905703
Most Extreme Differences	Absolute	.088
	Positive	.062
	Negative	-.088
Kolmogorov-Smirnov Z		.638
Asymp. Sig. (2-tailed)		.810

a. Test distribution is Normal.

b. Calculated from data.

Based normality test results in the table above, data showed that the value of Asymp.Sig is 0.778 greater than the value of 0.05 (0.810> 0.05). It can be concluded that the data is normally distributed.

b. Multicolinearity Test

From the results of testing with SPSS obtain variance inflation factor (VIF) value of independent variables, where self-efficacy (1.583), mathematics learning habit (1.895), and attitudes towards mathematics (1.417) is less than 5, so it can be suspected that among the independent variables are not occurring multicollinearity. Therefore, among self-efficacy variable, learning habit variables, and

attitudes variable do not occur multicollinearity symptoms. The following table is multicollinearity test result:

TABLE 4.11 *Multicolinearity test result*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	20.670	17.581		1.176	.245		
	x1	.749	.244	.505	3.072	.003	.632	1.583
	x2	-.540	.292	-.333	-1.849	.071	.528	1.895
	x3	.019	.250	.012	.078	.938	.706	1.417

a. Dependent Variable: y

c. Heteroskedasticity Test

From the results of testing with SPSS obtained the correlation value of self-efficacy variable with Unstandardized Residual (0.184), correlation value of learning habit variable with Unstandardized Residual (0.411), and correlation value of attitudes variable Unstandardized Residual (0.960) are greater than α=0.05, the conclusion is not discovering a symptoms heteroskedasticity in regression model. The following table is heteroscedasticity test result.

TABLE 4.12 *Heteroscedasticity test result*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.379	10.319		1.200	.236
	x1	-.193	.143	-.238	-1.349	.184
	x2	.141	.171	.159	.824	.414
	x3	.007	.147	.008	.051	.960

a. Dependent Variable: abresid

With satisfying the normality test, multicollinearity test, and heteroscedasticity test, so the conclusion is that precondition of multiple regression analysis is complete, and then the data can be tested.

d. Hypothesis Testing

1) Simultaneous Significance Test

Testing of Hypothesis 1

In statistical testing, the hypothesis is formulated as follows:

H_0:$\beta i = 0$ Versus H_1:$\beta i \neq 0$, $\exists i$=1,2, and 3

H_0: There is no influence between self-efficacy, learning habits, and attitudes toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

H_1: There is an influence between self-efficacy, learning habits, and attitudes toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

From the results of testing with SPSS obtained the coefficient of determination (R^2) is 0.164. it means that there 16.4% Y variable (Mathematics Achievement) can be described by three variables X_1, X_2, and X_3 (Self-efficacy, learning habits, and attitudes). The following table has presented the coefficient of determination.

TABLE 4.13 *Coefficient of Determination*

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.405[a]	.164	.113	10.290

a. Predictors: (Constant), x3, x1, x2

b. Dependent Variable: y

From the results of testing with SPSS obtained the value of f-count 3.199 whereas the value of f-table 2.79. Seen that the value of f-count is greater than f-table with a significant 0.031 < 0.05. Hence, H_0 is rejected and then H_1 is accepted. The following table has presented the result of F statistical test.

TABLE 4.14 *Simultaneous Significance Tests (F-Statistical test)*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1016.091	3	338.697	3.199	.031[b]
	Residual	5188.626	49	105.890		
	Total	6204.717	52			

a. Dependent Variable: y

b. Predictors: (Constant), x3, x1, x2

2) Individual Parameter Significance Tests

To interpret the coefficient of the independent variable parameter can use unstandardized coefficients. The following table is presented the statistical test t.

Table 4.15 *Individual Parameter Significance Tests (t-statistical test)*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.670	17.581		1.176	.245
	x1	.749	.244	.505	3.072	.003
	x2	-.540	.292	-.333	-1.849	.071
	x3	.019	.250	.012	.078	.938

a. Dependent Variable: y

From result analyze with SPSS above, obtained Y-linear regression equation (Mathematics Achievement) on X_1, X_2, and X_3 (self-efficacy, learning habits, and attitudes).

$$Y = 20.67 + 0.749\,X_1 - 0.540\,X_2 + 0.019X_3 + \varepsilon$$

Y-Regression equation on X_1, X_2, and X_3 indicates that increasing every one unit of X_1 will give an impact of the increase Y for 0.749, increasing one unit of X_2 will give an impact of the decrease Y for 0.540, and increase one unit of X_3 will give an impact of the increase Y for 0.019. These show that there is a relation between X_1, X_2, and X_3 toward Y.

a. Testing of Hypothesis 2

In statistical testing, the hypothesis is formulated as follows:

H_0:$\beta_1 = 0$ Versus H_1:$\beta_1 > 0$

H_0: There is no positive influence between self-efficacy toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

H_1: There is a positive influence between self-efficacy, toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

From the table 4.15, Individual Parameter Significance Tests (t-statistical test) obtained the value of t-count 3.072, whereas the value of t-table 2.009. Seen that the value of t-count is greater than t-table, Hence, H_0 is rejected and then H_1 is accepted with a significant 0.003 < 0.05. So, it can be

concluded that self-efficacy has a significant positive influence towards mathematics achievement.

b. Testing of Hypothesis 3

In statistical testing, the hypothesis is formulated as follows:

H_0:β_2=0 Versus H_1:β_2>0

H_0: There is no positive influence between learning habits toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

H_1: There is a positive influence on learning habits toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

From the table 4.15, Individual Parameter Significance Tests (t-statistical test) obtained the value of t-count 1.849, whereas the value of t-table 2.009. Seen that the value of t-count is less than t-table, Hence, H_1 is rejected and then H_0 is accepted with a significant 0.071 > 0.05. So, it can be concluded that learning habit does not have a positive influence towards mathematics achievement.

c. Testing of Hypothesis 4

In statistical testing, the hypothesis is formulated as follows:

H_0:β_3=0 Versus H_1:β_3>0

H_0: There is no positive influence on attitudes toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

H_1: There is a positive influence on attitudes toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

From the table 4.15, Individual Parameter Significance Tests (t-statistical test) obtained the value of t-count 0.078, whereas the value of t-table 2.009. Seen that the value of t-count is less than t-table, Hence, H_1 is rejected and then H_0 is accepted with a significant 0.938 > 0.05. So, it can be concluded that attitude does not have a positive influence towards mathematics achievement.

B. DISCUSSION

Based on the obtained data analysis result that in general, the students have mathematics achievement in a very low category, and a majority, self-efficacy, and learning habits are in a medium category, and attitudes is in a very low category.

1. **The influences of self-efficacy, learning habits and attitudes toward students' mathematics achievement**

Based on data analysis and multiple regression calculations, self-efficacy, learning habits and attitudes (X_1, X_2, and X_3) with mathematics achievement (Y) obtained regression equation $Y = 20.67+0.749\ X_1- 0.540\ X_2+0.019X_3+\varepsilon$. Furthermore, by comparing the value of f-count 3.199 with the value of f-table 2.79, evidently the value of f-count is greater than the value of f-table.

This indicates that simultaneously, there is a significant influence between self-efficacy, learning habits, and attitudes toward students' mathematics achievement on grade 11^{th} IPA SMA Negeri 1 Tanete Rilau Barru, where every increase of one unit self-efficacy will impact an increase of students' mathematics achievement on grade 11^{th} IPA SMA Negeri 1 Tanete Rilau Barru for 0.749, every increase of one unit learning habits will impact a decrease of students' mathematics achievement on grade 11^{th} IPA SMA Negeri 1 Tanete Rilau Barru for 0.540, and every increase of one unit attitudes will impact an increase of students' mathematics achievement on grade 11^{th} IPA SMA Negeri 1 Tanete Rilau Barru for 0.019.

Then based on the result analysis of determination coefficient (R^2) obtains 0.164 of determination coefficient value or Adjusted R-square value. This implies that the magnitude of influence by self-efficacy (X_1),

learning habits (X_2), and attitudes (X_3) toward mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru is only 16.4%.

2. The influences of self-efficacy towards mathematics achievement

After analysis of the data, it is known that the students on grade 11th IPA SMA Negeri 1 Tanete Rilau have five categories of self-efficacy level, they are a very low and a very high category have the same number, 5 students with each percentage 9.43%, a low category with 9 students and 16.98% percentage, a medium category with 21 students and 39.62% percentage, and a high category with 13 students and 24.53% percentage.

The average of self-efficacy scores obtains from data analysis is 73.75 and including in medium category. This indicates that students on grade 11th IPA SMA Negeri 1 Tanete Rilau have self-efficacy with medium level. This means that there are still students who feel unconfident with the ability in themselves. This usually happens when students are faced with the situations or certain kinds of tasks that prosecute the harder and heavier than the others tasks and situations. In addition, there is a judgment from the people around the students' environment. These will influence students' self-efficacy, especially if the students get negative information about themselves.

Based on the multiple regression analysis indicates that partially, there is a positive influence between self-efficacy toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru, by obtaining t-count (3.072) > 2.009 and significance value 0.003 <

0.05. Thus, although students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru is in a very low category and students' self-efficacy is in a medium category, but students' self-efficacy has a positive influence towards students' mathematics achievement. If students' self-efficacy is higher, then more encouraging the increase of students' mathematics achievement. So, by increasing students' self-efficacy make students' mathematics achievement is also increased.

This is in line with the statement from Bandura (2009) that individuals who had high self-efficacy will have a representation of success were realized in a positively performance and behavior. Bandura (2009: 203) also said that self-efficacy was defined as a person's personal assessment of the ability to organize and implement programs to achieve the goal.

For students, their goal is an achievement in learning. So that the existing self-efficacy in students' self will encourage themselves to always excited and even more overcome all learning difficulties. If in learning, the students are often discouraged and not sure with their ability, then the students will quickly hopeless and give up, and tend to be a failure and learning achievement is low. Conversely, if the students who have high self-efficacy, then student will not easily give up and continually study and try to overcome any deficiencies, so they will successfully achieve a high academic achievement.

3. The influences of learning habits toward mathematics achievement

After analysis of the data, it is known that the students on grade 11th IPA SMA Negeri 1 Tanete Rilau have five categories of learning habit level, they are a very low category with 1 students and 1.89% percentage, a low category with 10 students and 18.87% percentage, a medium category with 23 students and 41.50% percentage, a high category with 12 students and 24.53% percentage, and a very high category with 7 students and 13.21% percentage.

The average of learning habit scores from data analysis is 65.72 and including in medium category. This indicates that students on grade 11th IPA SMA Negeri 1 Tanete Rilau have learning habit with medium level. Because there are still students who have not yet realized the importance of getting used to learning mathematics; some students learn mathematics if only there is a task or examination. It is necessary for learning habituation that supported by the environment where the students are, especially the family and school environment.

Based on the multiple regression analysis indicates that partially, there is no a positive influence between learning habit toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru, by obtaining t-count (1.849) < 2.009 and significance value 0.071 > 0.05, and from regression equation obtained that the coefficient of learning habit variable is a negative. This indicates that there is a negative correlation between learning habit and mathematics achievement. It

means, if students' mathematics learning habit is higher, then students' mathematics achievement tend to decrease.

This is not in line with previous research that finds there is a positive influence on learning habit and students' learning achievement. Learning habit is behaviors that performed regularly, repeatedly, and settled in oneself. Theoretically, learning habit has a positive influence toward mathematics achievement. But not a few students do not have a regularly learning habit, but still have a learning achievement. Such as this research, the students on grade 11^{th} IPA SMA Negeri 1 Tanete Rilau Barru as research sample are the students do not have a regularly learning habit but still have a learning achievement that caused by other factors.

According to Syah (2004) there were some factors that influence a person's learning, including internal factors are factors that exist in a person includes physical, ie, health and disability, psychological includes intelligence, attention, interest, talent, motivation, and two fatigue factor are physical fatigue seen by exhausted, while the spiritual fatigue is seen by lethargy and boredom. The external factor is the condition of the family, the condition of schools, and society.

High levels of intelligence really determine the students' learning success. For example, students who often follow OSN, any of them do not have regularly learning the habit, but that student was born with high intelligence, then their learning achievement is also high level. In addition, Djadir (1989) proposed that learning habit and intelligence had a fairly

high correlation. So the students with high intelligence are very potentially to have high learning achievement.

Conversely, although the students are looked learn continuously, but actually, only a little understanding that they obtained. Because there are many materials the students think. In addition, the students tend to be stress. Stress arises because students do not get a balance between the responsibilities of learning with fun activities. Chronic stress gives rise emotional fatigue that occurs because someone is working too intense, dedicated and committed, working too much and too long and looked at their needs and desires as a second thing. According to Baba (2009) states that emotional exhaustion was an emotional state that occurs continuously resulting in a psychic tension (soul) because of a pressure of work.

The success of learning is strongly supported by the physical and psychological conditions of the students. If the students' health is compromised, then it will adversely impact with their learning achievement. So, the high learning habit is not only led a positive thing with increasing students' achievement but also negative with decreasing health of students and eventually reduce students' achievement.

4. The influences of attitudes toward mathematics achievement

After analysis of the data, it is known that the students on grade 11^{th} IPA SMA Negeri 1 Tanete Rilau have five categories of attitudes level, they are a very low category with 17 students and 32.08% percentage, a low category with 16 students and 30.19% percentage, a medium category

with 12 students and 22.64% percentage, a high category, and a very high category have 4 students with each 7.55% percentage.

The average of attitude scores obtains from data analysis is 68.87 and including in low category. This indicates that students on grade 11th IPA SMA Negeri 1 Tanete Rilau have attitudes with medium level. Because many students think that mathematics is a very difficult subject, so they prefer the other subjects than mathematics. However, there is no doubt that the attitude may be a congenital factor, it means the attitude of a person has a tendency with their parents' attitude. Therefore, the teacher as a trustee in school is required to instill a positive attitude towards subjects which they're responsible, especially mathematics.

Based on the multiple regression analysis indicates that partially, there is no a positive influence between attitude toward students' mathematics achievement on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru, by obtaining t-count (0.078) < 2.009 and significance value 0.938 > 0.05. Thus, students' attitude does not have an influence towards students' mathematics achievement.

This is not in line with previous research that finds there is a positive influence on attitude and students' learning achievement. Attitude is a person's tendency to react or interact with an object. According to the existing theory argues that higher level of students' attitudes, then it will influence the increase of their learning achievement. But it does not apply to the students on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru as

samples in this research. High or low their attitudes toward mathematics, it will not influence to their mathematics achievement.

An attitude is a form of individual evaluation towards psychological object indicated with beliefs, feelings or behavior expected. But the reaction is not being always materialized in the form of real behavior that studied the theory of reasoned action theory developed by Fishbein and Ajzen (1975). This indicates that to a date of this theory is no doubt in the world of scientific social psychology, especially the psychology of attitudes.

Reasoned action theory proposed that closest causes emergence of a new behavior is not attitude, but the intention to perform the behavior. The intention is a person's decision to implement a behavior. Decision-making by someone to perform a behavior is a result of a rational thinking process. Intention arises not only from the positive attitude in an individual but also, there are subjective of norms in individuals or certain groups that encourage individuals to perform a behavior.

According to Gibson et al (1998), a rational thinking process mean in every behavior that was voluntary, there will happen a planning process of decision-making concretely realized in the intention to implement a behavior. As with students, even if they do not like mathematics, but the situation in the environment requires them to learn it, then students must have studied for their success in learning. As well as students, although they do not like mathematics, but the situation and condition in their

environment require them to learn it, then students learn certainly for their success in learning.

However, note that the obtained research results, may not an actual occur to students. Like in filling the questionnaire, the students could not fill out a questionnaire according to what happens to them, and resulting an inaccurate research data. So that it becomes something beyond the control of the author.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

Based on the obtained research, the author concludes as follows:

1. Students' self-efficacy on grade 11th IPA in SMA Negeri 1 Tanete Rilau Barru is in a medium category.
2. Students' learning habit on grade 11th IPA in SMA Negeri 1 Tanete Rilau Barru is in a medium category.
3. Students' attitude on grade 11th IPA in SMA Negeri 1 Tanete Rilau Barru is in a very low category.
4. Students' mathematics achievement on grade 11th IPA in SMA Negeri 1 Tanete Rilau Barru is in a very low category.
5. By increasing self-efficacy, learning habit, and attitudes simultaneously, then students' mathematics achievement on grade 11th IPA in SMA Negeri 1 Tanete Rilau Barru tends to increase.
6. By increasing self-efficacy, then students' mathematics achievement on grade 11th IPA in SMA Negeri 1 Tanete Rilau Barru tends to increase.
7. By increasing learning habit, then students' mathematics achievement on grade 11th IPA in SMA Negeri 1 Tanete Rilau Barru tends to decrease.
8. There is no influence on attitudes and mathematics achievements on grade 11th IPA SMA Negeri 1 Tanete Rilau Barru.

B. SUGGESTIONS

According to the results of this research, author gives some following suggestions:

1. Do a follow-up research involving internal factors in students who have high enough to influence the students' learning achievements.
2. To be more accurate research, the sample should be used needs to be increased to enable the research results can be more representative of the population.
3. To the parents should pay more attention to children's learning activities so that children are able to maximize internal factors including self-efficacy, learning habits, and attitudes so that students can achieve learning achievement.
4. For educators, the importance of instilling positive attitudes of students towards all subjects including Mathematics to foster interest in learning, so that students have the confidence, get used to learning, and always be positive.

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